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This study considers degree of personality integration as influenced by social and racial group membership. The effect of personality integration upon educational achievement and vocational exploration was also studied. A sample of 226 high school seniors were selected to represent a cross-section of social class and racial population. The data collected on each subject included achievement and ability test scores, grade point average, vocational preference and expectation, and Harrower Large Scale Rorschach Test Score. The results of the study showed personality integration is definitely affected by racial membership and, even more so, by social class membership. Appropriate vocational aspirations are not being held by high-school seniors. Among the implications discussed are the need for further research on the emotional conditions of urban high-school students, the psychological problems of Negro students, and the need for counselors who are better trained in the psychological disciplines and better able to work with minority group students. (NS)

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EFFECT OF PERSONALITY ORGANIZATION OF INNER-CITY YOUTH ON CAREER DEVELOPMENT

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This study was undertaken for the purpose of calling attention to a problem too long neglected - a problem that should be the rightful concern of counselors and counselor-educators throughout the nation.

The writer views with alarm the growing evidence concerning the number of students exhibiting symptoms of personality disorganization in our schools, both private and public, whose problems remain unnoticed, undiagnosed and untreated. This problem seems prevalent throughout our society, though there is data that some groups are more devastated than others, due to practices of discrimination for racial and social reasons.

The study was basically an attempt to study the effect of degree of personality integration as influenced by social and racial group membership upon the educational achievement and vocational exploratory

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behavior of selected high school seniors. The problem was suggested by a pilot study conducted by the writer and presented at the 1966 American Personnel and Guidance Association Convention in Washington, D. C.

A sample of 654 high school seniors were selected from the population of four Detroit high schools. These four schools represent a cross-section of the Detroit social class and racial population. These students then completed questionnaires and were tested by the Harrower Large Scale Rorschach Technique. From this sample a total of 226 students were then selected on the basis of completeness of information requested and comprised the population of the study. Testing was conducted under controlled conditions and questionnaires were administered by the investigator. Data were collected on each subject in regard to achievement test scores, ability test scores, grade point average, vocational preference, vocational expectation, and Harrower Large Scale Rorschach Test scores. These data were then analyzed in regard to each subject's social class position and racial membership. All data were subjected to statistical analysis as they related to the formulated hypotheses of the study.

Specific predictions regarding personality integration, social and racial group membership, educational achievement and vocational exploratory behavior were contained in five hypotheses investigated in the study. These hypotheses were:

H_1 Students selected as being well adjusted psychologically, through the use of the Harrower Large Scale Rorschach Technique will have significantly higher scores on the S.C.A.T.-S.T.E.P. battery than students defined as maladjusted psychologically.

H_2 Students showing a high degree of personality integration on the Harrower Large Scale Rorschach Technique will demonstrate a significantly higher relationship between vocational preference and vocational expectations than students showing low personality integration.

H_3 Students from middle-class environments will show a significantly higher degree of personality integration than students from lower-class environments.

H_4 As a group, students who are members of racial minorities will exhibit a significantly lower degree of personality integration than students who are members of the racial majority group.

H_5 Students defined as well adjusted psychologically will achieve significantly higher grade point averages than students defined as maladjusted psychologically by the Harrower Large Scale Rorschach Technique.

The first hypothesis dealt with the relationship between personality adjustment and performance on the School and College Ability Test and The Sequential Test of Educational Progress battery (S.C.A.T. - S.T.E.P.). The School and College Ability Test (S.C.A.T.) has three sub-sections which produce a verbal score, a quantitative

score and a total ability score. A difference significant at the one per cent level was found on all three sub-sections of the S.C.A.T. between well adjusted and maladjusted students. The Sequential Test of Educational Progress (S.T.E.P.) is an achievement test with sub-sections in the areas of math, science, social studies, reading and writing. Significant differences at the one per cent level were found on all five sub-sections of the S.T.E.P. battery between well adjusted and maladjusted students. The first hypothesis was, therefore, supported regarding the relationship between personality adjustment and achievement and ability test performance.

The second hypothesis dealt with the relationship between personality adjustment and vocational level. It was suggested that a greater degree of congruence between vocational preference and vocational expectations would be found for well adjusted students than for maladjusted students. Although the evidence pointed in that direction, the difference was not significant; therefore, the second hypothesis was not supported.

The third hypothesis dealt with the relationship between personality adjustment and social class position. It was suggested that middle-class students, as a group, would exhibit better personality adjustment than the group of lower class students. The third hypothesis was supported ($P=.05$) and demonstrates that there is a relationship between personality integration and social class position.

The fourth hypothesis dealt with the relationship between racial membership and personality adjustment. It was stated that students from racial minority groups would exhibit a lower degree of personality integration than students from racial majority groups. The fourth hypothesis was supported (P=.01) indicating that Negro students as a total group have a lesser degree of personality integration than do their Caucasian counterparts.

The fifth hypothesis dealt with the relationship between personality integration and grade point average. It was suggested that well adjusted students will have a significantly higher grade point average than the maladjusted students. The fifth hypothesis was supported at the one per cent level of significance.

Non-hypothecated results are presented for the variables - personality integration, vocational expectations, S.C.A.T. test scores and grade point averages. These results are presented for the purpose of adding greater meaning to the hypothecated results.

Closer examination of the relationship between racial and social group membership and personality adjustment revealed that there was no significant difference between the personality adjustment of:

1. Male and female students as two groups.
2. Negro and Caucasian lower-class male students.

3. Negro and Caucasian middle-class male students.

4. Negro and Caucasian lower-class female students.

5. Negro female and Caucasian male middle-class students.

Further investigation of the vocational expectation variable revealed the following results:

1. Students with the least objective potential for success had the highest vocational expectations. The rank order is as follows:

(a)	male lower-class Caucasians	(3.74)
(b)	female lower-class Negroes	(3.59)
(c)	female middle-class Negroes	(3.35)
(d)	female middle-class Caucasians	(3.22)
(e)	female lower-class Caucasians	(3.20)
(f)	male lower-class Negroes	(3.11)
(g)	male middle-class Negroes	(2.68)
(h)	male middle-class Caucasians	(2.64)

2. There was a significant difference (P=.01) between the vocational expectations of the middle-class students and the lower-class students, with the latter group having the greater expectations.

3. There was a significant difference (P=.01) between the students from the various schools. The rank order is as follows:

Chadsey (predominantly lower-class mixed - 3.61)

Northwestern (predominantly lower-class, Negro - 3.39)
Mackenzie (predominantly middle-class, mixed - 2.97)
Ford (predominantly middle-class, Caucasian - 2.69)

The results again support the contention that the students, as a group, with the least chance for success have the highest vocational expectations.

4. There was no significant difference between the vocational expectations of the Negro students (3.21) and the Caucasian students (3.12).

Further analysis of the results of the School and College Ability Test indicated that there is no significant difference between the scores for (1) male and female students, and (2) male middle-class Negro and male middle-class Caucasian students.

Results of the analysis of grade point averages demonstrated that there was no significant difference between the grade point averages for the following groups:

1. male lower-class Negro and Caucasian students
2. male middle-class Negro and Caucasian students
3. female middle-class Negro and Caucasian students
4. female Negro and male Caucasian lower-class students

5. female Negro and male Caucasian middle-class students

6. female Caucasian and male Negro middle-class students

Conclusions

The general problem of the study as to the effect of the racial and class membership on personality and how this in turn affects academic achievement and vocational exploratory behavior leads to several conclusions. These conclusions are:

1. Personality integration is definitely affected by racial membership.

2. Personality integration is definitely affected by class membership and, from all indications, seems to be the most important determinant.

3. Using the research population as a criterion, it is reasonable to project that over fifty-nine per cent of Detroit high school students are suffering from personality problems severe enough to prevent them from achieving their academic potential.

4. As a group, lower-class students have an

unrealistically high level of vocational expectation, as determined by the comparison between the achievement and ability ratings of the students' test scores and the occupational demands of their stated vocational preference.

5. As a group, Negro students have an unrealistically high level of vocational expectations, as determined by the comparison between the achievement and ability ratings of the students' test scores and the occupational demands of their stated vocational preference.

6. As a group, male middle-class Caucasian students may have an unrealistically low level of vocational expectations, as determined by the comparison between the achievement and ability ratings of the students' test scores and the occupational demands of their stated vocational preference.

7. As indicated by the grade point averages, there is no uniform standard for academic evaluation in Detroit public high schools.

8. Female lower-class Negro students are in

dire need of psychological services. Fifty-three per cent of this group exhibited personality maladjustment with 20.4 per cent indicating severe personality disintegration; this is contrasted with 3.1 per cent severely disturbed female middle-class Caucasian students.

9. Existing vocational, educational and personal counseling and guidance services are not meeting the needs of Detroit high school students.

10. The Harrower Large Scale Rorschach Technique may be used effectively as a diagnostic instrument in the personality assessment of large groups of high school students.

Discussion and Implications

Psychological Problems of Negro Students

The conclusions of this study concerning race and personality must be considered not only in terms of the results, but the causative factors that led to these results. The results may be interpreted as pointing to the psychological effects of being a Negro in America. The organized and systematic attempts to dehumanize the slaves brought to this country must be regarded as a monumental crime. The

dehumanization resulting from past and present practices, the social ostracism and segregation, the covert and overt practices of discriminations, the denial of equality of opportunity, are all major contributors to the generalized psychological maladjustments of present day American Negroes. The struggle to overcome this psychological trauma by Negro-Americans is a twenty-four-hour-a-day, birth to death confrontation in a society that has been defined as racists by the National Advisory Commission on Civil Disorders (10), appointed by the President of the United States.

The constant awareness of being different and rejected because one's skin is black, is for present day American Negroes, a psychological reality.

Kardiner and Ovesey (14) in their book, The Mark of Oppression, state:

> It is a consistent feature of human personality that it tends to become organized about the main problems of adaptation, and this main problem tends to polarize all other aspects of adaptation toward itself. This central problem of Negro adaptation is oriented toward the discrimination he suffers and the consequences of this discrimination for the self-referential aspects of his social orientation. In simple words it means that self esteem suffers (which is self-referential) because he is constantly receiving an unpleasant image of himself from the behavior of others to him. This is the subjective impact of social discrimination and it sounds as though its effects ought to be localized and limited in influence. This is not the case. It seems to be an ever-present and unrelieved irritant. Its influences is not alone due to the fact that it is painful in its intensity, but also because the individual in order

> to maintain internal balance and to protect himself from being overwhelmed by it, must initiate restitutive maneuvers in order to keep functioning all quite automatic and unconscious. In addition to maintaining an internal balance, the individual must continue to maintain a social facade and some kind of adaptation to the offending stimuli so that he can preserve some social effectiveness. All of this requires a constant preoccupation, notwithstanding the fact that these adaptational processes all take place on a low order of awareness.

Moynihan (6) has suggested that there is a small group of middle-class Negroes that have escaped the major consequences of racial discrimination in America. Although it is true that there is an ever increasing number of Negroes that have obtained affluence and economic security, comparable to that of middle-class Caucasians, there is still a psychological penalty imposed upon middle-class Negroes.

The major difference between middle-class and lower-class Negroes seems to be the degree to which this psychological penalty is imposed. The results of this study demonstrated that although personality differences between middle-class Negro and Caucasian students were not statistically significant, the results tended to point in that direction. These results are supported by the work of Hare (2):

> The Black Anglo-Saxon custom of accommodation has three main effects: 1) it allows the Negro to surrender his fate to the whim of the white world; 2) magnifies the sense of white power and superiority; 3) minimizes the Negroes' own sense of responsibility for doing something about his situation, including the forcing of white hands. The sum total of these is to constantly undermine the Negro's self-respect and self-sufficiency, both individually and collectively.

To further elaborate on this aspect, Kardiner (4) in a discussion of the psychological situation of male dominant middle-class Negro families, states:

> In general, the benefits derived from better parental care, better induction of affectivity, better ideal formation and more tonic conscience mechanisms are to a large extent cancelled out by the enormous increase in status conflict caused by the caste situation.

The results of the present study, concluding that there are personality differences between Negro and Caucasian students, are also supported by Kardiner (4). He states:

> Hence (the Negro) develops a distinctive personality. . . . because the Negro must adapt to the same culture, must accept the same social goals, but without the ability to achieve them. This limitation in social opportunities accounts for the difference in personality configuration.

The conclusion to be drawn from this and similar studies is not that there are personality differences between Negro and Caucasian groups, but that the psychological structure of the American Negro was adaptive enough to withstand such a psychological onslaught as America-styled slavery and discrimination. Again, Kardiner (4) states:

> Nor must we overlook what is perhaps the most important lesson of this study. The defects of adaptation that we have described, together with their social sources, make a dismal picture of human misery, one for which it is hard to parallel. However, in spite of its defects when compared to white standards, we must not forget that in the face of such hardships it is a heroic achievement to be able to adjust and survive. The authors have often amazed at the remarkable ingenuity and stamina

> that most of these subjects showed, and each of the authors has privately thought that under similar conditions of living, neither could have done as well.

Remediation of the personality problems of racial minority students is both simple and complex. The problem is simple in that the obvious method of preventing psychological problems caused by racial discrimination is to stop the practices of discrimination. The author feels this is possible in a relatively short period of time, the problem is whether it is institutionally desirable.

The racial integration of the labor force brought about by the necessities of World War II, the racial integration of the armed forces, the radical changes in the legal statutes and racial practices in the South within the past few years, are all examples of what can be accomplished if there is truly the desire to improve the conditions of Negro citizens. This position is supported by Kardiner (4) in that he states:

> What is needed by the Negro is not education, but re-integration. It is the white who requires the education. There is only one way that the products of oppression can be dissolved, and that is to stop the oppression.

The more complex approach to this problem may be viewed as "compensatory counseling." The purpose or goal of "compensatory counseling" would be to establish and promote a more positive image of self among Negro students. Counselors used in this capacity would be young Negroes who, had risen from a "ghettoized" environment to a

more affluent status in our society. These counselors would, of necessity, have received special academic training in the area of ego development and have been involved in special sensitivity training sessions in order that they could achieve a more healthy adjustment pattern to their own reactions to discrimination.

The immediate goal of "compensatory counseling" would be to develop pride, dignity and a sense of belonging within the Negro students. The counselors would help establish a sense of identity resulting in an esprit de corps, wherein Negro students would find more value and meaning in the "blackness." These students would then gain a greater respect for their ancestors' surviving against such horrendous odds.

The primary purpose of such an approach would be to reverse the racial self-image of large groups of Negro students in a relatively short period of time. Once the racial self-image of the group has been enhanced, there is considerable evidence that changes in the self-concept and behavior of individuals will follow. Although these immediate goals are essential, they only serve as an introductory phase for the implementation of the long term goals. The long term goals of "compensatory counseling" would be to ensure that the "Mark of Oppression," caused by centuries of discriminatory practices would no longer serve as a causative factor which prevented Negro students from establishing realistic upwardly mobile aspirations and attainments. Emphasis would

focus upon the educational process as the major means by which students could improve their life circumstances and overcome some of the more prominent barriers to equality of opportunity.

The process of implementing the long-term goals would be patterned similarly to the approach used by the Developmental Career Guidance Project of Wayne State University and the Project One Hundred at University of Detroit.

Students would be made aware of the thousands of vocational opportunities presently open to those who are educationally prepared. Industrial visits would be arranged whereby students could observe Negro role-models in various vocational roles, from executive positions to hourly rated employees. Students would be helped to re-examine their desires, their personal potentials and their career opportunities in a realistic manner. Counselors would assist students to develop realistic plans for reaching their individual educational and vocational goals. Maximum emphasis would be placed upon the relevance of present academic performance to the successful obtainment of future vocational goals.

Finally, Negro students would be taught social consciousness and social responsibility. They would be made acutely aware of their responsibility to themselves, their race and their country. Negro students could then go forth as a vanguard, products of a educational system that equipped them with the necessary talent and burning desire

to make equality of opportunity a reality within their life span. These students would become a legion of well trained, well qualified, well disciplined Negroes, dedicated to the task of eradicating the practices of racial discrimination by their positive, constructive efforts. These Negroes would secure, for themselves and their posterity, their rightful place in the mainstream of American society by their own persistent, constructive and concerted efforts.

This approach to the improvement of the position of the Negro race is supported by Clark (1) when he states:

> The Negro must now be aware that no fundamental change in his status can come about through deference to or patronage from whites. He cannot have rights that are given as a gesture of good will, with the implications of the right to withdraw those rights.
>
> The Negro further, has gone beyond the level of the melting pot, beyond pluralism, beyond a sterile coexistence; he wants to participate fully in and to share the possibilities and responsibilities of the American system. Although a political reality, it seems psychologically repugnant that this goal of inclusion be determined by ideological concensus among the white majority. Like every other group that has moved into a status of equality, the Negro has to be willing to accept all the risks of the confrontation of power, including the risks of failure and retrogression.

Psychological Problems Caused by Class Factors

The problem of class is probably the most insidious and least publicized phenomenon contributing to poor personality adjustment of our youth. Davis and others have described our social structure as a caste

system. True, upward mobility is possible, but at such a tremendous psychological price to all students, regardless of race. The fact that all our institutions, particularly education, are middle-class oriented, has to make lower-class students feel alienated and negatively different. Often our efforts to help are conceived with such lack of sophistication that they actually impede. Henderson (3) described some of these efforts in the following manner:

> Psychologically, the question becomes: How many failures must a student experience before he will stop trying? Like the hero in a tragic comedy, the lower-class student is hanging onto the rocky cliffs of conformity by his fingernails, while he is slowly being pulled off by relatives, peers and teachers tugging 'helpfully' at his feet.

Henderson goes on to question the belief of "What is so Good about Middle Classness?" and makes the point that there are many lower-class behavioral traits that are more preferable than some middle-class behavioral traits. The point is, that we must stop inflicting this psychological penalty upon youth because of the circumstances of their birth. Understanding, respect and appreciation for the differences in mankind must become a primary educational goal in practice as well as in theory. There are many educators who have the responsibility for the educational development of lower-class students who constantly destroy the self images of these students by their practices if not by their words. I suggest that many of these educators are inwardly convinced

that there is some innate differences in the academic potential of students that do not fit into the Caucasian middle-class mold. Myrdal (7) in his book, An American Dilemma, states:

> The negative results in regard to heredity and the positive findings in regard to milieus are of paramount importance. It means that when we approach those problems on the hypothesis that differences in behavior are to be explained largely in terms of social and cultural factors, we are on scientifically safe ground. If we should, however, approach them on the hypothesis that they are to be explained primarily in terms of heredity we do not have any scientific basis for our assumptions.

Psychological Problems and Education

Dewey, Childs and other philosophers have stated that education in a democracy must educate the "whole child" if our present system of government is to survive. The fact that fifty-nine percent of the research population demonstrates symptoms of personality disintegration is proof that large urban school systems are not meeting the psychological needs of the majority of the students. In many instances, students are treated with little respect and personal dignity. We impose our will, in terms of organization, routine, curriculum and department, without really considering the psychological consequence of these rules of the students.

The fact that often the students, at this crucial stage of adolescence, feels that there is no one who is really interested in him as a person or has time to listen to his feelings is a serious indictment

of our educational system. If we are going to begin to make progress toward developing psychologically healthy students, the counselor's role and responsibilities must be changed in large urban school systems. Counselors must have the necessary time and training to effectively counsel with students concerning personal, vocational and educational matters. Counselors must have the time and facilities to institute and direct an effective guidance program in our schools. The Developmental Career Guidance Project (5) in Detroit and the Demonstration Guidance Program in New York, to mention only two, have demonstrated that effective guidance programs do make a positive difference in the lives of the students they serve. Our society can ill afford the loss of human potential that is almost willfully wasted by educators who refuse to implement on a massive scale those practices that have proven to be beneficial for students.

The findings of unrealistic aspirational level of students in this study have been supported by the work of Sain, Leonard, Henderson, and others. The author feels that the only adequate interpretation of this aspirational phenomena is that it is symptomatic of deeper psychological problems. To quote Super, (8) "vocational choice is an implementation of the self-concept." Wattenberg (9) has stated that:

> Self-concept level has a greater predictive validity for success than any other criterion including I.Q. A lowered self-concept destroys the ability for sustained action.

Grambs, Kvaraceus, et al., have demonstrated that the self-concept can be changed. We can improve the self-concept of students, thereby enabling them to make more realistic and appropriate choices for themselves. We know what to do, the question is will we do it?

The autho feels we must examine the achievement level of disadvantaged students in a realistic manner. President Lyndon B. Johnson stated in a White House Conference on Education:

> You do not take a person who for years has been hobbled by chains and liberate him, bring him up to the starting line of a race and say, 'you are free to compete with all the others,' and still justly believe that you have been completely fair.

The school systems must provide massive compensatory programs for disadvantaged students so that they can compete on an equitable basis with their more fortunate counterparts.

Practices of "social promotion" and lowering of academic standards are only serving to make the disadvantaged more disadvantaged. These practices only serve to give disadvantaged students an unrealistic perception of the expectational level required for successful competition in our society. Subtly it says to the students that we really do not believe that you are capable of meeting realistic standards of academic performance. Projects throughout the country have demonstrated that disadvantaged students can achieve up to and exceed national norms if they are taught by instructional techniques designed to meet their needs and educational deficiencies. Some may question the fairness of spending

a disproportionate share of school money on a minority of the students. In response to this, Erikson's article, "The Concept of Identity," seems uniquely appropriate:

> I remember a remark recently by a warm-hearted and influential American Jew: Some instinctive sense tells every Jewish mother that she must make her child study, that his intelligence is his pass to the future. Why does a Negro mother not care? Why does she not have the same instinctive sense? I suggested that, given American Negro history, the equivalent 'instinctive sense' may have told the majority of Negro mothers to keep their children, and especially the gifted and the questioning ones, away from futile and dangerous competition, that is, for survival's sake to keep them in their place even if that place is defined by an indifferent and hateful compact majority.

Obviously, the only answer to questions of compensatory education expenditures is that the ills of the society have made them necessary. The cost of the sins and guilts of America's majority forefathers must be paid and restituted by the present generation. The survival of democracy as a major international ideology is dependent upon our solving these problems.

Implications for Guidance

The author feels the results of this study identify some major deficiencies in the programs of counselor training institutions and suggests some directions for future trends in counseling and guidance practices.

1. The fact that the personality maladjustment of urban

high school students had not been objectively identified and documented prior to this study suggests a lack of awareness of the emotional conditions by counselors of the students they serve. The fact is, that the training level of present day counselors, at the Master degree level, is hardly adequate to prepare them to meet the psychological needs of the student population. Responsibility for this lack of adequate training rests primarily with our institutions of higher learning. In many counselor training programs the student is given some overview of the role of the teacher in the guidance program, taught some theoretical concepts about administration and organization of guidance programs, instructed in an abbreviated approach to case problems, introduced to a capsule dose of counseling theory, lectured to on the importance of vocational guidance, and sent off as a qualified counselor to meet the emotional requirements of students.

The author submits that the present level of training should be expanded to provide counselors with a basic foundation in the psychological disciplines. The author suggests that classes in psychoanalytic theory, abnormal psychology, social psychology and advance courses in clinical tests and measurements become requirements for the preparation of counselors. The student counselor should be provided with ample opportunity to examine his own personal adjustment and motivation through sensitivity training experiences. The student counselor should receive no less than six months practicum experience, whereby he may develop his counseling proficiency under supervised

and controlled conditions.

Finally, there should be a more effective means developed to determine a student's suitability for admission into a counselor training program. Where possible, efforts should be made to pre-determine a prospective student's commitment to the purposes of counseling and dedication to the students he will eventually serve. The problems identified in this study can only be corrected by highly trained, dedicated, professional counselors.

2. The psychological problems created by racial discrimination can best be dealt with by Negro counselors. A counselor who has personally experienced racial discrimination and arrived at a high degree of effective personal adjustment regarding this problem would have a higher degree of empathetic understanding and dedication to the problems of minority group students. The students themselves would probably be more willing to discuss deeper feelings regarding discrimination and family problems with like race counselors. These suggestions are supported by the Coleman Report, Equality of Educational Opportunity, who states that Caucasian counselors are not as effective with Negro students, particularly lower-class Negro females, as Negro counselors.

This study suggests that extensive research needs to be conducted to determine the specific techniques and procedures that will best meet the unique counseling needs of minority group students.

3. The results of this study indicate that appropriate vocational aspirations are not being made by high school seniors regardless of race or class. The author suspects that this may be primarily due to a lack of objective awareness of self by the students. The author suggests that this demonstrates an acute need for individual and group counseling, even with well adjusted students, to help them identify and clarify their potentials, values and realistic opportunities. Only after students have obtained a realistic and objective appraisal of self, and have had an opportunity to explore and acquaint themselves with some of the vocational alternatives available to them, can they be expected to achieve a realistic vocational aspirational level.

4. The extent and nature of the psychological problems identified by this study indicate that the future role and training of school counselors must be extended to the point that they are equipped to carry out limited therapy. Personality diagnosis and treatment must become the province of school counselors, due to the large number of students exhibiting personality difficulties. The nature of the current psychological problems of students demand that the profession of counseling psychology upgrade the educational standards, and job performance of counselors to adequately meet the psychological challenges of the future generations of students.

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